

THE EFFECTIVENESS OF PEER FEEDBACK ON WRITING NARRATIVE TEXT

Maya Oktavia Nirmala

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: This study intends to investigate the effectiveness of peer feedback technique to improve students writing skill in writing narrative text. The study was conducted on April 2018 at MTsN 1 Batu. It employed experimental design involving two different classes of second grade they were also divided into experimental and control group. The experimental group was treated by peer feedback while the control group was treated by teacher feedback. The data were gathered through pretest and posttest. The pretest held to know the score before treatment were given. Meanwhile, the posttest were held to know significant effect after treatment using peer feedback. The data was analyzed by using t-test.

The result of the data showed that there was a significant difference score in writing narrative text between students who were taught by using peer feedback and without taught using it. It can be seen in the result of hypothesis testing through t-test. The significant value 0.001 in this less than the significance level of 0.05 ($0.000 < 0.05$), which means that the data of this study were considered to have significant difference. Therefore, the hypothesis of this study were accepted. It means that peer feedback technique significantly improve student writing skill in English teaching and learning process at MTsN 1 Batu.

Key words: effectiveness, peer feedback, writing narrative text

INTRODUCTION

According to Marulafau (2013: 27) writing is a process which the writer organizes various steps such as planning that includes setting the purposes and generating the ideas; organizing includes organizing the information and selecting the appropriate language, drafting, revising, and editing. These are the process that should be done in order to produce an excellent writing.

accent of English is included in reading and listening skills, especially the materials which are oriented to the National Examination. Those skills are taught more intensively than the others. It makes the students have low opportunities to learn the other skills, especially writing. As a consequence, they do not get used to write as they have lack of exposure to this skill.

Besides, the other problem comes from the unattractive method in teaching writing, the limited teaching hours, and the students' anxiety in learning English. The most important problem is the ineffective technique in assessing the students' writing works. The teacher assesses the students' writing without giving feedback. It causes students confusion of which part of their works have to be revised. As a result, the students do not get used to revise their works in their writings.

The researcher suggests a technique that can be used in learning English namely peer feedback. It includes peer response, peer review, peer editing, and peer evaluation. According to Liu and Hansen (2002:1) peer response, also something referred to as 'peer review' or 'peer editing', usually goes beyond giving feedback on grammar or stylistic concerns. Fajriah (2016) and Tusshofiah (2014) conducted a study on implementation of

peer feedback strategy in teaching writing to improve the students writing skill and encourage them involve in the teaching learning process. Astuti, (2013) focuses on the effectiveness using peer feedback to improve writing narrative text. The result is significant. Peer feedback can improve the students' scores on writing.

By the fact that the teacher would need much time to assess students' writing effectively; peer-feedback is a strategic way to overcome this problem. Besides, students will have less anxiety as the correction comes from their peer, and at the same time also train the correctors to be thorough and have critical thinking on how to create an excellent writing. Teachers assume this method can shorten the time used to examine their students' work. Moreover, teachers can also give the advice for both the corrector and the students simultaneously. Students will gain various insights that will much help then improve his/her writing skill. This results in multiple benefits at one time.

METHOD

In the research, researcher used peer feedback as independent variable and writing narrative text as dependent variable. Type of the research is quasi experimental design to describe the process of peer feedback learning especially in MTsN 1 BATU, and the implementation is different classes as the sample and different treatment of the research. different treatment of the research. The researcher divided into two groups, experimental group and control group.

This research was conducted under quasi-experimental design at MTsN 1 Batu. The subject of the research were students at the second grade of MTsN 1 Batu with the total numbers are 75 students. There were two classes, experimental class and control class. Experimental class was 8F, the students of 14 male and 21 female and control class were 8E, the students consists 14 male and 20 female.

The instrument of the study is researcher to collect data that should be valid and reliable. The instrument used in study are; pre-test and post-test. The pre-test were aimed at obtaining first data of English narrative writing test before teaching peer feedback. Post-test were given after treatment by using peer feedback. It was to know the students writing skill after treatment through peer feedback.

In the pre-test, the students wrote paragraph about narrative text before using treatment. The students make a paragraph about fable. This paragraph including orientation, complication, and resolution It was to know basic writing students on writing skill. In the post-test, students wrote paragraph about narrative text but they write after using treatments of peer feedback. Students also were to make three differed paragraphs are including orientation, complication, and resolution, without missing structure, grammar, and punctuation. The other instrument was writing guidance in the form of work sheets. Each works sheet containing instruction of fable and rubric peer feedback

The researcher was given the score of writing test with the same scores guideline. The researcher tells rescoring system of some points that was necessary, such as, which one the errors that categorizes as occasional and frequent. The researcher counted the sentence and the errors, than classified into the appropriate criteria correction and gave the appropriate score. The purpose of using peer feedback method is to give opportunity for students to be better in improving their writing skill specially writing narrative text. The researcher conducts a study entitled "*The effectiveness of peer feedback on writing narrative texts in MTsN 1 Batu*"

FINDINGS AND DISCUSSIONS

In this section, the researcher presented the finding of the study focusing on computation of the students writing which used peer feedback and teacher

feedback technique of the second grade of MTsN 1 BATU. In this analysis, the study compared the result of posttest of experimental group and control group to know the students' writing skill after the treatment. The result before and after giving treatment were different, there were significant different of students' writing score between students who got peer feedback and those who got teacher feedback technique in writing narrative text.

The sample of the research took two classes they were as control and experimental from the second grade of MTsN 1 Batu. Experimental group are 8F and control group are 8E. The students in experimental group consisted of 35 students whereas control group consisted of 34 students. The researcher gave pretest in the first meeting to know the students' ability through their scores. Then, the researcher gave posttest in the last meeting to know the students score after implementing treatment. After that, the researcher compared the students' scores of experimental group and control group to know whether (or not) those technique have difference effect.

The result of the data on the students score in the pretest shows that mean of experimental group was 52,40 and the mean score of control group was 43.18. While the result of the data analysis on the students score in the post test showed that mean score of the experimental group was 73.69 and mean score of control groups was 68.32. From the data above, the mean pretest and the posttest of both of group is different. The score of posttest undergo increasing score on writing after the treatment was given than pretest score before treatment was given and significant difference between students who got peer feedback and those got teacher feedback technique in writing narrative text.

From the data above, There are some factors which make the success of this research. First, peer feedback demanded students in peer. They have responsibility to help their friends to

understand mistake while giving feedback. Students must communicate their friends mistake verbally. The second, peer feedback demanded students to be active. It also supports the situation in the class that learning a language can not be understood only by explanation.

CONCLUSION AND SUGGESTION

From the explanation that researcher concluded that teacher feedback and peer feedback are effective in teaching writing. The students were given treatment by through technique showed that they can master grammar especially vocabulary, and mechanic of writing. They also can interaction with their friend. Meanwhile the students were given treatment by using teacher feedback. This technique teacher can monitor the students in learning process, the students can be more understanding when the teacher error mistake on their writing. Teacher feedback and peer feedback are effective to be implementing in teaching writing of the second grade in MTsN 1 Batu. Using peer feedback is more effective to apply in teaching writing in MTsN 1 Batu because the result of the calculate the significant effect after using peer feedback.

There are several weaknesses in this study. First, in writing process, several writing steps has not done effectively and unorganized. In the beginning of the process, the researcher has difficult to guide and motivate students in composing ideas. Thus several of this writing process do not original ideas. Students tried to copy it from the source directly without doing some writing process such as limited time in class also affect study. The time allocation for the whole writing processes does not well organizes. Thus, it leads to unorganized writing process. From those weaknesses, the researcher provides several suggestions in the order to hint next study to have a better result in the future.

For the teacher, they should take attention on students interest. In the study indicated that teacher awareness of students interest is insufficient especially

when the teacher has to determine the topic for writing. The teacher needs more effort in understanding the students need as it effect on the assignment given to students.

As for the students, they should be active in the classroom and not assume teacher as their only source for learning. They also have to make learning from peers as their needs as it can increase their social activity such as respect and help each other.

Next, suggestion is directed for future researchers. First, the future researchers are expected to take longer time to conduct such study in order to enlarge the treatment and to be able to improve English writing skill, beside that they should do the research intensively so that the result can be reliable, valid, and accountable.

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